DOCUMENT RESUME

ED 111 963 95 CE 004 705

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TITLE Counseling Skills for Community Helpers.
INSTITUTION Maine Univ., Orono. Div. of Counselor Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE May 74
NOTE 30p.

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS Communication Skills; Community Organizations; Counseling; Counseling Programs; *Counselor Training; Depressed Areas (Geographic); *Disadvantaged Youth; Economically Disadvantaged; Participant Satisfaction; Pilot Projects; *Program Descriptions; *Program Evaluation; *Rural Areas; Tables (Data); Training Objectives
IDENTIFIERS *Maine

ABSTRACT

The project was designed to provide counseling services for children in poverty areas by preparing community educators to function as counselors. Participants were counselors, teachers, administrators, and employees of helping agencies (Boy Scouts, YMCA, YWCA, etc.) from two school administrative districts evidencing poverty-related problems. The methods and materials employed combined those of the Carkhuff approach and those developed by the University of Maine. Specific participant goals were: (1) improvement of communication skills, (2) acquisition of basic theoretical knowledge of counseling, and (3) attainment of pragmatic skills necessary for counseling youth. Four performance objectives giving direction to program activities are described in detail. The program consisted of 15 weekly sessions, each centering on a basic topic (listed in the report) emphasizing interaction between participants and staff. Participants showed gains in making helping responses and using counseling skills as measured by a pre-post test, Sanford's anecdotal Counseling Questionnaire. Responses to an open-ended questionnaire administered at the end of the project are tabulated item by item with appropriate discussion, indicating that participants felt the project was generally successful. Implications for counseling in rural areas are considered briefly along with eight specific recommendations for future programs. (MS)

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ED111963

COUNSELING SKILLS

FOR

COMMUNITY HELPERS

Developed and disseminated
pursuant to a Title I Grant, Higher
Education Act 1965, U.S. Office of
Education and Division of Special
Programs, University of Maine, Orono

U.S. DEPARTMENT OF HEALTH,
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CE 004 705

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May, 1974

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The results reported herin were performed pursuant to a grant from the Office of Education, United States Department of Health, Education, and Welfare and the Public Service Division, University of Maine, Orono. Contractors undertaking such projects under Government sponsorship are encouraged to express their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Foreword

A number of professional educators have devoted considerable time and energy in conceptualizing, conducting and evaluating this project to upgrade the counseling skills of adult educators in rural areas. The need for increased staff development and enrichment of community resource personnel will continue to be a priority item in the remaining years of this decade. It was particularly rewarding to share in this exciting venture with both community and educational personnel who are committed to improving the educational process. Dean James J. Muro, College of Education, is to be commended for his initial efforts in securing the funding to support this training program. The support of educational personnel at S.A.D. #1, Presque Isle, and S.A.D. #3, Unity, in the initial development and later operation of the seminars was exemplary. In particular, the extra effort by Dr. Keith Cook, Assistant Director, and the graduate assistants contributed significantly to any successes experienced by the training program. A public citation is appropriate for Neal Davis, Sandra Duffield, Joseph Harakall, Joann Sturtevant, Kevin Jones, Brian Scanlon, and Ronald Willette in appreciation of their fine work. It is apparent after many years of professional work that no project can succeed without the dedication and support of the staff. We believe that the model developed for training adult educators in basic counseling skills is viable and urge other communities to freely use the concepts reported here. The community impact program developed and supported by Title I funds provides opportunity for efforts of this nature to enrich the lives of Maine citizens who reside in rural areas. It is hoped that this type of support is continued in the future.

Charles W. Ryan, Ph.D.
Director, Upgrading
Counseling Skills of Adult
Educators Project

Preface

This report is designed to provide other teachers, counselors, and adult educators with a short but comprehensive overview of one approach to in-service training for improving basic counseling skills. The report details:

- The problem of communication between adults and youth in rural areas
- Identification of the basic content of the training seminars
- Description of the results of this training on the counseling skills of all participants
- Discussion of the implications of this type of training program for improving the practice of counseling in rural areas

CHAPTER 1 AN OVERVIEW

Introduction:

Rural Maine, like other sparsely populated areas of our nation, faces the continual problems associated with poverty and isolation. Unlike wealthier states where giant industrial and research corporations supply the necessary tax base for progress in education, the child who lives in rural Maine reaps little of the social, cultural, and educational benefits provided for those in more populous areas. While a small percentage of our larger municipalities in Maine are able to attract and hold educational specialists, a large number of communities in the state would be classified as "have nots." This project was a direct attempt to increase university impact on adult educators in Maine who are currently working in "have not" districts--those of Presque Isle (School Administrative District 1) and Unity (School Administrative District 3), Maine. Thus, this training program sought to utilize the knowledge gained from our counselor preparation program to prepare teachers and community youth specialists to become more skillful counselors of children.

The need for such a program was established from a review of statistics associated with rural poverty and by the constant problems faced by educators in public education. For example, significant numbers of families residing in the areas served by School Administrative District 1 and School Administrative District 3 would be characterized by one or more of the following categories listed by the OEO Research Report Poverty in Maine (Augusta, Maine, 1967):

1. In 1967, a total of 54,100 people were living in poverty in Maine.
2. A total of 34,530 persons received welfare payments.

3. Unemployment in Maine in 1967 was 4.0% of the labor force or 15,388 unemployed persons. All but one of Maine's counties had over 21% or more of their families with incomes of under $3,000.

4. As of 1960, 56% of Maine's residents over 25 years of age had less than a high school education.

5. As of July 1, 1966, Maine's population of people over 65 numbered 111,000 individuals. Over 50% of these people have incomes of under $3,000 annually and approximately one-third of this group had incomes of less than $2,000.

6. A total of 3,670 of Maine's families headed by women live in poverty conditions.

7. Per capita income in Maine in 1967 was $2,620. This was the lowest in New England and substantially below the U.S. average of $3,137.

8. Maine ranked 46th in the nation in terms of growth rate, and our out-migration between 1960 and 1966 numbered over 60,000 individuals. Out-migration is highest among the professional and skilled workers.

9. Maine's school dropout rate is one of the highest in the nation.

10. In 1964, the United States Department of Education reported that Maine ranked 51st in the States and District of Columbia in percentage of youth who enter college.

The effect of such poverty on Maine education is staggering. Small schools, traditional curriculums, and heavy teaching loads are commonplace. The heavy out-migration of high school and college graduates robs us of a significant number of our professional and skilled workers, thus substantially reducing the tax base needed to support education. In 1973 it was estimated that two-thirds of our university and technical school graduates would leave the state after completion of their programs.

Each of these problems in some degree is evident in the target areas of School Administrative District 1 and School Administrative District 3. The fact that each of these has been designated as a "renewal site" by

the State Department of Education is evidence that these communities have been singled out as a pilot or demonstration center to combat the problems mentioned in this report. This project was designed to attack these problems on a broad front through the involvement of a large number of significant adults who work directly with disadvantaged children. Rather than prepare a single specialist who could only work with a relatively few children, we directed our efforts to the training of all educators and other interested adults in order to achieve a maximum impact in a relatively short period of time. Officials in both target areas were contacted, and they endorsed the concept. The program involved university personnel, graduate students, educators, and parents in a unique and unified approach to providing assistance to a large number of adults and to the children that they serve.

CHAPTER 2 GOALS AND OBJECTIVES

The program was designed to provide counseling services for children in poverty areas through the process of preparing adult educators to function as counselors. The participants in the project were interested educators, para-professionals, and personnel from helping agencies employed in the two regions. Weekly training sessions were held for fifteen weeks in each respective school system.

The principle methods and materials employed by the project staff involved a combination of the Carkhuff approach to teaching counseling combined with materials researched and developed by the Counselor Education staff at the University of Maine, Orono. The content of the program encompassed a broad range of theoretical and pragmatic approaches to counseling children. Our specific goals and objectives were as follows:

1. To upgrade the communication skills of the adult educators in the target populations.
2. To provide each adult educator with a basic theoretical knowledge of counseling.
3. To provide each adult educator with the pragmatic skills necessary for conducting counseling interviews with youth.

In addition to the three major goals, the following specific performance objectives were generated to provide direction to all program activities:

Performance Objective 1

Each participant should be able to identify in writing the following counseling models or approaches:

(1) Developmental Counseling

(2) Reality Therapy

(3) Phenomenology and Client-Centered Counseling

(4) Relationship and Play Media Counseling

(5) Rational-Emotive Therapy

(6) Behavioral Counseling

All participants will study and discuss six separate theories of counseling which have applicability for counseling children. At the end of six weeks each student should be able to identify in writing his understanding of the listed counseling approaches.

Performance Objective 2

Each participant should be able to demonstrate that he can effectively communicate:

(1) Empathic Understanding

(2) Respect

(3) Genuineness

(4) Self-Disclosure

(5) Concreteness

(6) Confrontation

Objective 2 was met through a combination of didactic instruction and role playing experiences. Heavy emphasis was placed on the experiential aspects of the program wherein students become actively involved in practicing the skills listed in the objective.

Performance Objective 3

Each participant should be able to define and utilize the following verbal counseling techniques:

(1) Summarization

(2) Restatement

(3) Reflection of Content and Affect

(4) Clarification

(5) Appraising

(6) Tentative Analysis

(7) Tentative Hypothesis

(8) Interpretation - Disclosure

(9) Advice

(10) Suggestion

(11) Disclosure

(12) Reassurance

(13) Encouragement

This objective was met through a combination of didactic and experiential activities. Heavy emphasis will again be placed on the experiential aspects of the program.

Performance Objective 4

Each participant will be required to outline a personal model of counseling based upon his study and practical experiences.

Each seminar session centered on a basic topic, with emphasis on interaction between the participants and the staff. The following topics were presented:

1. Counseling Theories - Reality Therapy, Rational Emotive Therapy, and Client-Centered Counseling were examined for counseling practice and implementation. A total of six major theoretical counseling positions were presented.

2. Videotaping as an aid in evaluating the counseling process.

3. Philosophy in counseling. The focus was on developing the philosophical understanding of the adult educator as related

to their particular belief system.

4. Carkhuff Guide for Training Helpers in self analysis and growth in interpersonal skills.

In all, fifteen complete seminar sessions were held prior to the end of the program.

A unique feature of the program was involvement of seven graduate students as presenters and discussion leaders in all topical presentations. For the graduate student training to be a counselor it was a unique opportunity to blend theoretical learnings with actual practice. The close involvement with project staff and assigned responsibility for planning many of the training sessions was of significant value to these counselor trainees. Projects of this nature need to be the rule, rather than an exception.

An off-campus training program requires a tremendous amount of planning and coordination to ensure success. Training sessions in S.A.D. #1 and S.A.D. #3 demanded that meals, travel expenses, facilities for classes, and staff planning sessions all be coordinated by the director. Training programs of this nature require close cooperation between the local school and the university in all planning aspects. With the support of both campus and school-based personnel, we were able to reduce logistical problems to a minimum.

CHAPTER 3 PROGRAM EVALUATION

A project of this magnitude, with its heavy emphasis on improving counseling services, demands some attempt to ascertain the effectiveness of the effort. It is difficult to detail with exactness all of the experiences and learning that our counselor trainees gleaned from the experience. In an orientation session prior to beginning the program, it was suggested that the trainees view this experience as preparation for challenges not yet formulated. Societal needs, particularly those of the poor, will demand the attention of counselors for decades to come. The evidence to date supports this hypothesis.

In gathering evaluative data, consideration was given to both enumerative and subjective information. The following procedures were utilized by the director in assessing the impact of the off-campus program on both counselor trainees and community personnel.

To provide some idea of our evaluative efforts, the following data was compiled. It includes subjective and objective data and offers a partial answer as to whether programs of this nature are successful. It is most important that any evaluation of skill oriented training programs examine behavior data in relation to changes in the trained; however, not enough time elasped between the start and finish to detect major changes in the counseling behavior of adult educators. Adult educators were defined as counselors, teachers, administrators and employees of community based helping agencies (Boy Scouts, YMCA, YWCA, etc.) for this program. To facilitate review by interested readers, the major questions used in the evaluation instrument will be restated in question form.

Question: Were there significant changes in counseling skill as assessed by the Counseling Questionnaire?

During the first training session at each project site, an anecdotal counseling questionnaire (Sanford, 1973) was administered to each participant. This questionnaire consisted of a series of twenty-one items, each of which contained a brief amount of information describing the client, an excerpt from a tape recorded interview with the client, and five possible counselor responses to the client's statements. For each item the participants read the client information, the client statements, and the five possible counselor responses while concurrently listening to each of these pieces of information presented by way of an audio tape recording.

The results of the testing are reported in Table 1. Results of a t-test for significance of differences between means indicated that the difference between the pre-post means for S.A.D. #3 was significant at the .05 level. It should be noted that eleven of the twelve participants in this school district showed an increase in scores from the pre- to the post-test. It may also be indicative that seven of the ten participants from S.A.D. #1 showed an increase in score from the pre- to the post-test. The rather small N's reflected in Table 1 may be misleading. In S.A.D. #1 there were an additional twenty-five participants whose attendance was intermittent and a pre- or post-test was not available. The same applied for an additional nine participants in S.A.D. #3. The gains evident from the results of this testing in S.A.D. #3 indicates, in part, the accomplishment of the project goals. Participants learned how to make more helping responses and use counseling skills.

TABLE 1

Testing Results with the Anecdotal Counseling Questionnaire

School District	N	Pre-Test		Post-Test		T
		Mean	s.d.	Mean	s.d.	
S.A.D. #1	10	7.3	2.00	8.2	2.23	.91
S.A.D. #3	12	7.2	1.94	9.5	1.70	2.94*

At the end of the project an open-ended questionnaire was administered to the participants at each project site and yielded a total of twenty-six course evaluation questionnaires. A summary of results from these questionnaires will be presented item by item in a tabular fashion with appropriate discussion about each item. It should be noted that frequency totals in each table may vary from the total of twenty-six questionnaires completed because some items had multiple responses while other items were not responded to by some participants.

Question: What reasons or objectives did you have initially for taking this course?

The most frequently mentioned reason for participating in this workshop, as noted in Table 2, was that recertification credit for teachers was being granted by the Maine State Department of Education and Cultural Services. Some of the other more popular reasons were that participants expected to get help in their teaching work, and they wanted help in developing counseling skills and understandings. It is interesting to note that a substantial number of the enrollees expected that they would receive help for some of their own

problems in this workshop; not an unusual occurrence, but an unanticipated one for some of the instructional staff. It would seem that in future projects one should be aware, and indeed expect, that many of the participants will have a very personal and possibly hidden agenda for being there. Some staff members responded to this need by spending a considerable amount of extra time providing personal counseling for some of the project participants.

TABLE 2

Summary of Responses to Reasons for

Participation in Training Program

RESPONSE	Number	%
Get recertification credit	10	23
Help me in my work/teaching	8	18
Develop counseling skills and understandings	8	18
To handle own problems better; be more sure of self; understand self	6	14
Better understand and relate with others	5	11
Get ideas re: guidance	4	9
Other	3	7
TOTALS	44	100

Question: To what extent were you able to fulfill your objectives?

The results in Table 3 very clearly indicate that 93% of the twenty-five respondees to that item felt that they had "Very well" or "Quite well" achieved

their objectives in taking the course. As will be evident further on in this report, the responses reflected in this single item encapsulates quite well the feeling of the participants about the workshop.

TABLE 3

Summary of Responses to Extent Training Program Met Needs of the Participants

RESPONSE	Number	%
Very well	10	40
Quite well	13	53
Not very well	2	7
Not at all	0	0

Most of the enrollees (68%) indicated that their objectives did not change as the course went on, except that some felt that their purposes became more realistic. For the enrollees who did experience a change in their objectives, most indicated that this happened as they began to discover a broader scope of counseling application than those which they had previously been aware of. The fact that there were few changes of this kind is not surprising since considerable efforts were made to make potential enrollees aware of the purposes of the project prior to their enrollment. It would, therefore, be reasonable to assume that a self-selection process took place whereby those people who felt a desire for the kinds of experiences which the project was designed to provide, would be the very ones who would be most likely to enroll in the project and remain with it.

Question: What sections of the course helped you attain your objectives?

By far the single most important aspect of the course for the participants appears to be the role playing which they did with the various approaches to counseling which were studied. Although other significant aspects of the workshop are identified in Table 4, most of the participants welcomed the opportunity to actually "try on" various counseling methods. It was also during such role playing activities that participants had a good deal of opportunity to interact rather closely in one-to-one situations and to help each other with their attempts at counseling. A substantial number of participants used this activity not only for instructional purposes, but for some very personal therapeutic gains. Hence, learning was occurring on at least two levels - the cognitive and experiential learnings by the person being counseled, and the personal understanding of self and others gained by the partner whose job it was to "role play" a client.

TABLE 4

Summary of Participant Ratings of Most Important Seminar Activities

RESPONSE	Number	%
Role playing	9	31
Readings, handouts, written materials	4	14
Video and audio tape recordings	3	10
Theoretical material	3	10
Variety and breadth of material	3	10
Open relationship with staff and open interaction	3	10
Other	4	14
TOTAL	29	99

Question: What hindered your attainment of training program objectives?

Of the seventeen responses to this item, the largest single group (29%) indicated that nothing hindered their attainment of personal objectives. There appeared to be no pattern at all in the complaints registered by those who could identify some hindrance to their objectives. For example, two people felt personality conflicts with other people in the group, three others felt their own attitudes and fears got in the way, a few others felt that there was some non-essential material included in the workshop, some would have liked more lectures, and others felt that they did not participate enough themselves.

One participant's reaction was stated as follows - "I thought the idea was to tell us what to do in certain situations. Now I realize you cannot follow a certain pattern. I am glad to know the different theories, and I may use the one I feel appropriate for certain problems." Another's discovery was a very personal one - "My own negative way of thinking about certain people in handling them prevented me from effectively experimenting with various theories." Still another participant says, "I do feel that I learned more about how to help others than I had thought possible in the limited time alloted. I am very pleased with this course and would very much like to take another like it." Another indicates her personal involvement when she says, "The thing that seems to hinder me mostly is myself and lack of confidence to really attempt using a theory for a given situation." Not everyone in the workshop had positive learnings to describe as indicated by one of the most negative reactions, "We evidently were to learn from each other and not the instructors. Perhaps they learned from us." Another expresses some mild dissatisfaction in saying, "The course was slow getting started and some of the students did not participate enough." And still a third says, "No

good discussion of different counseling styles, did not read all of the handouts."

Question: What was the single most important event or aspect of the course for you?

The response to this item yielded a good deal of overlapping with responses to item 2, as can be seen by the inspection of Table 5. What seems to be reflected as being very important here is the very live, active experiential involvement which participants had both in the role playing and in the group discussion with each other regarding the topic of a particular session. This is not new, and we seem to hear once again that learning is certainly most attractive or enjoyable and perhaps most effective when people have the opportunity to become actively involved in the process. As one might suspect from an item worded in this way, there were also a fairly substantial number of highly specific and unique events reported. For example, one person found a method to solve a classroom problem as the most important event, another found something very important and meaningful in an audiotape recording that was listened to, and still a third person was quite profoundly effected to discover that a counselor needs a counselor too.

TABLE 5

Summary of Participant Rating of Most Important Course Activities

RESPONSE	Number	%
Role playing counseling one-to-one	8	30
Meeting and interacting with others	7	26
Watching counseling demonstrations by staff	3	11
Seeing people behind their role	2	7
Other	6	26
TOTALS	27	100

Question: What are your suggestions for improving the course?

The responses to this item were tabulated separately for each project site because there appeared to be some important differences present. Of the twenty-five responses given, seventeen were from S.A.D. #1 and basically reflected the discomfort that about one quarter of the group felt with the lack of structure and disorganization at the beginning of the workshop. A scattering of other varied responses reflected primarily that a participant wanted to have either more or less of some particular aspect of the project. Such varied responses were also given by participants from S.A.D. #3, with no common thread being evident in their replies. Basically, they suggested some logistical change, or wanted more emphasis on some specific aspect of the workshop.

Question: What reading (or other such activities) have you done relative to this course?

A majority (61%) of the 33 responses to this item indicated that the text and/or the mimeographed materials presented in class had been read during the workshop. Approximately 12% of these responses indicated that very little or no reading had been done, while some 15% of the responses indicated that they had tried out the various theories and approaches to counseling in situations outside of the weekly class, and in this way had the opportunity to practice some of their skills. The remaining 12% gave a variety of responses that indicated that they had read about one style, theory, or authority in counseling or psychotherapy. A substantial number of participants indicated their increased familiarity with some of the major writers in the field, and mentioned books that they had become interested in reading sometime after the workshop terminated. In fact, this theme of carry-over from the workshop to future action is summarized in the following section.

Question: What do you expect your future action will be, relative to your experiences in this course?

An inspection of the results summarized in Table 6 readily shows that 59% of the anticipated future actions had to do generally with better interpersonal relationships, being able to help others more effectively, and being more effective as a teacher or other kind of helper. It is interesting to note, and perhaps indicative of the success of the project, to refer back to Table 2 where the participants' retrospective reporting of their objectives for taking the course are summarized. Approximately 60% of the purposes or expectations summarized in Table 2 reflect the desire for more effective interpersonal relationships, particularly on the job, the very area where enrollees expect that their future action will be positively effected. One participant even indicated the decision to commence graduate level training

in counseling.

TABLE 6

Anticipated Changes in Counseling Behavior

RESPONSE	Number	%
Better teacher; apply learning in classroom or work; improve communication skills	6	21
Better listener; more understanding and compassionate; better interpersonal relationships	7	24
Try to help others; be better helper	4	14
Seek more of same experience; read more counseling	4	14
No different; little change; don't know	3	10
Other	5	17
TOTALS	29	100

SUMMARY

The evaluative process was accomplished by gathering both "hard" and "soft" data. The pre-post testing results with the anecdotal Counseling Questionnaire revealed a significant difference between pre-post means for one of the school district project sites. Although not statistically significant, the changes in the means which occurred at the other project site were also in the positive direction anticipated. The results of the open-ended questionnaire do much to support and elucidate the results demonstrated

by the pre-post testing. It is very apparent from these results that the project did reach the anticipated target group, namely those adults in the community (particularly educators) who by their positions of authority and leadership have a direct impact and influence on the youth of the community. The level of participation was high, but sustained and continuous attendance on the part of all participants was not achieved. This could be conceived of as a problem and probably does confound the evaluation results in some fashion; but on the other hand, one could quite safely assume that the large majority of those in attendance on any given week were participants who definitely wanted to be there and, therefore, were motivated to make the best of this experience for themselves and others. It seems questionable that gains would be expected from having in attendance a substantial number of people who were coerced to be there.

It appears that the success of the project has been due not only to the self-selection process by motivated participants, but very much to the efforts, commitment, and dedication of the staff who composed the instructional teams. In fact, it is possible that these teams, made up of graduate students in counseling, were more effective with an introductory counseling venture such as this than could full-time faculty members whose interests have become quite different from those of the neophyte counselor or the classroom teacher. Several members of the instructional team commented on the great amount of learning that occurred for them, as they found themselves responsible for arranging learning experiences for others regarding material that was relatively new. The material had to be "alive" for these staff members, as they were still engaged in developing their own counseling style. In a team instructional effort such as this, it is

particularly crucial, we discovered, that team members have plenty of time to talk together, both in planning and developing procedures to process the data that was in their instructional efforts. One team found it to be extremely important that they have a few hours together, away from the daily distractions of other work and just prior to each weekly session, when they could think, plan, and process together what they needed to do and hoped to accomplish with the evenings activities. Each team had a good deal of autonomy in planning the content and procedures that would be used with each weekly session, and this seemed to create a good deal of commitment not only for the events that transpired during the workshop, but also to facilitate the outcomes of those events. Both teams met together weekly to discuss what each was doing in their sessions and the reactions they were receiving from the participants. During these sessions there was a good deal of feedback exchanged and mutual problem solving done. Without doubt, the primary success of the project is due to the instructional efforts of Neal Davis, Sandy Duffield, Joe Harakall, Skip Jones, Brian Scanlon, Joanne Sturtevant, and Ronald Willette.

One of the workshop enrollees has provided a very nice summing up - "I was very pleased with the course, and I am glad for each evening that I spent even though I had to travel some distance. It is most difficult for me to explain, but my whole thinking has changed toward children with discipline problems or children with emotional problems. I find myself searching my thoughts as to how I should respond to them."

CHAPTER 4 IMPLICATIONS FOR COUNSELING IN RURAL AREAS

The findings of this training project suggest that as professional educators we must make strong efforts to change both in-service training procedures and pre-service preparation programs for professionals who work with youth in rural areas. There is evidence that adult educators of the future must be skilled in interpersonal relationship skills that are used in counseling youth. Far too many preparation programs do not prepare teachers, administrators, and community agency personnel in basic counseling skills, both working with groups or individuals. Counseling must be viewed in a wide context - one that will help rural youth to understand their own personal attitudes and career development needs. The role of the university must continue to encompass action programs that train adult educators to be agents of change for those in our society who are less fortunate.

Of critical importance in this program sponsored by Title I was the opportunity for university based graduate students to participate in a realistic community development program. Another "spin-off" was the opportunity for various youth oriented specialists from within each community to interact in relation to the problems youth are facing. For many, it was the first interface on common concerns as related to their unique job roles in helping youth. In addition to the above, several specific recommendations for future community-school training programs are cited for consideration:

- Educators in rural schools should plan in-service training programs that involve staff personnel from the school and community agencies.
- In-service training programs must devote a portion of the time to participant self analysis and development.
- Teacher training institutions must revise pre-service

curriculum offerings to include and require formal course work in individual and group counseling procedures, career development theory, and career assessment procedures.

- Liberal arts programs, particularly the social and behavioral sciences, must provide basic counseling skills to trainees in Child Development, Psychology, and Social Welfare Specialist who plan to work in community agencies.

- Community agencies (Boy Scouts, YWCA, etc.) must initiate and participate in seminars dedicated to helping youth in rural areas bridge the gap between school and work. The community must become an active partner in this endeavor.

- Counseling services for youth in rural areas must be expanded beyond those traditionally offered in schools. A cooperative board of inter-agency counseling services would be a logical outcome from the training program reported here.

- Intensive short-term training seminars between the university and Maine communities need to continue and be expanded to include a wider range of personal needs. For example, "How to Re-Enter the World of Work," "Helping Women Bridge the Gap Between Home and Career," and "Community Development Strategies" to cite a few.

- University based faculty and staff must continue to be involved in community development efforts that are centered in the local environment. It is imperative that the skills and knowledge of university professionals be used to alleviate the problems of rural isolation, poverty and unemployment.

In sum, the support of Title I funding has enabled the College of Education to continue its outreach efforts in improving the life of Maine citizens. We appreciated the opportunity to serve in this capacity and hope to be involved in future programs of this nature.*

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*Interested readers who wish more information about the Title I training program should contact Dr. Charles W. Ryan, Professor of Education, College of Education, University of Maine, Orono, 04473.

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